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SUPERVISING OCCUPATIONAL EXPERIENCE IN BUSINESS EDUCATION, A REPORT OF A WORKSHOP ON SUPERVISING OCCUPATIONAL EXPERIENCE IN BUSINESS EDUCATION (NEW MEXICO STATE UNIVERSITY, CARLSBAD BRANCH, AUGUST 8-24, 1966).

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THE IDEAS AND SUGGESTIONS OF 17 NEW MEXICO VOCATIONAL EDUCATION TEACHERS FOR DEVELOPING OCCUPATIONAL EXPERIENCE PROGRAMS IN BUSINESS EDUCATION ARE PRESENTED. WORKING AS SIX COMMITTEES, THE GROUP PRODUCED REPORTS ON (1) IMPORTANCE OF OCCUPATIONAL WORK-EXPERIENCE, (2) COOPERATIVE VOCATIONAL EDUCATION PROGRAMS FOR HIGH SCHOOL STUDENTS, (3) TYPES OF OCCUPATIONAL WORK-EXPERIENCE FOR COOPERATIVE OFFICE EDUCATION PROGRAMS, (4) MAKING COMMUNITY SURVEYS, (5) PUBLIC RELATIONS, (6) INITIAL STUDENT SELECTION, (7) ORGANIZING AND USING ADVISORY COUNCILS, (8) SECURING ADMINISTRATIVE ASSISTANCE AND DEVELOPING LOCAL POLICIES, (9) ROLE OF THE TEACHER-COORDINATOR IN GUIDANCE FOR CAREER SELECTION, (10) THE SELECTION AND ESTABLISHMENT OF TRAINING STATIONS, (11) SUPERVISION OF THE STUDENT ON THE JOB, (12) DEVELOPMENT OF COURSES OF STUDY, (13) RELATED IN-SCHOOL INSTRUCTION FOR COOPERATIVE EDUCATION, (14) THE EVALUATION OF STUDENT ACHIEVEMENT, (15) CONTINUING EDUCATION, AND (16) EVALUATING THE TOTAL PROGRAM. (PS)

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SUPERVISING OCCUPATIONAL EXPERIENCE IN BUSINESS EDUCATION

Vocational Research Coordinating Unit
Division of Vocational Education
State Department of Education
Santa Fe, New Mexico

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SUPERVISING OCCUPATIONAL EXPERIENCE IN BUSINESS EDUCATION

A Report of a

Workshop on Supervising

Occupational Experience

in Business Education

held at

Carlsbad Branch

New Mexico State University

Carlsbad, New Mexico

August 8-24, 1966

Edited by

Ralph J. Woodin

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FOREWORD

The purpose of this publication is to present the ideas and suggestions of seventeen New Mexico teachers of vocational education who made a concentrated effort to determine new directions and new perspectives, in developing occupational experience programs which would enable their students to be better prepared for entering the labor force. This report will have special meaning to those who assisted in its preparation, but it should also provide direction for school administrators and others interested in development of vocational education and especially for business and office occupations.

Business and office education as a part of vocational education represents a new venture for most schools in the United States. It was only with the passage of the National Vocational Education Act of 1963 that the need for training of people in this field was recognized on a national basis. The need for workers in business and office education is apparent in New Mexico. Students who are prepared for careers in this field find many opportunities within the state and for those who migrate to other regions, similar demands are found for skills and abilities in this field. An important aspect of this training is that which takes place on the job or in the office, and which is termed occupational experience. It is this aspect which served as a focal point for the workshop and include the role of the coordinating teacher in working with the cooperative education program; 3) the abliity to guide students in selecting

occupational experiences; 4) to study student and community factors in the placement of students; 5) ability to develop coordinated plans for the placement of students; 6) understanding of educational policies necessary to occupational experience programs; 7) the ability to organize and work with advisory committees as an aid to the vocational education program; 8) the ability to select appropriate cooperative aiding businesses and agencies for student placement; 9) the ability to plan courses in study and to relate them to the students occupational experience; 10) the ability to supervise the student on the job; 11) the ability to assist students in recording and evaluating their experiences in a cooperative program; 12) the ability to place students in their jobs; 13) understanding the evaluation of the program of occupational experience.

Grateful acknowledgment is made to the many persons who served as members of the workshop staff and assisted with the workshop in many other ways. Initial planning for the workshop was under the direction of Dr. James D. McComas, Chairman of Elementary and Secondary Education, New Mexico State University, and Mr. Paul Johnson, Director of the Carlsbad Branch, New Mexico State University, and Dr. Robert Letson, Director of Instruction, Carlsbad Schools. During the workshop a number of persons served as resource speakers including Mr. Oliver O. Scott of Carlsbad, Office of the Mexico State Employment Service; Mr. Gene Schrader, Director of the Research Coordinating Unit for Vocational Education in the New Mexico State Department of Education; Mr. L. C. Dalton, State Supervisor of Vocational Agriculture, who was host to the workshop during the course of an FFA Leadership Training contest held at Artesia; Mr. John Johnson, Manager of La Caverna Hotel; Dean G. L. Guthrie, Dean of the College of Business Education and Economics, New Mexico State University; and Mrs. Laura Van Smith, Professor, Business Administration, New Mexico State University.

The workshop also recognizes the contribution of Mr. James A. Davis,

Principal of Mid High School and Mr. William W. Loos, Principal of Carlsbad High School and of Mr. Don Barker, a member of the Carlsbad Vocational Advisory Committee.

The workshop was organized into six major committees which investigated various aspects of occupational experience. Each member of the committee participated in preparing a section of the committee report. These individual reports were then reviewed with the entire committee, and then were presented to the entire workshop crew. In view of this procedure, the report which follows should be interpreted as having been accepted by the entire workshop, but having resulted largely by the work of the committee which were involved.

Ralph J. Woodin, Ph.D.
Visiting Professor and
Director of the Workshop

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IMPORTANCE OF OCCUPATIONAL WORK EXPERIENCE IN VOCATIONAL EDUCATION

Billy M. Bell

Unemployment. Americans are confronted daily with the problem of unemployment in this country. There have been thousands of adult workers put out of work because of automation; and lack the skills or education needed to return to a different kind of job. These unfortunate individuals must be retrained in order to return to the work force and again take their places as productable citizens.

Machines are currently replacing workers at the rate of 1,820,000 per year.[1] Those finding it most difficult to regain employment are the unskilled, the illiterate, the under-educated, the aging, the physically and mentally handicapped, and the untrained and the inexperienced young worker. O. D. Scott pointed out that in Carlsbad alone there were 500 breadwinners out of work in August of 1966.[2] This number did not include the young people seeking employment in the Carlsbad area.

In the past, a boy or girl who left high school, either as a drop-out or graduate could enter the work force with no particular skill training. To start at the bottom and work up was common practice. This is very rare today. The kinds of jobs they used to fill are disappearing, and many of the jobs that are available demand much more skill and training than these young people can offer. Today, every American youngster has to be given, as part of his education, some salable skills for making a living--which means, for a great many of them, vocational education.[3]

Drop-outs. As the education and skill requirements for getting a job become more demanding in the world of automation, those who quit school early are out of luck in the job market. Drop-outs are experiencing three to four times as much unemployment as high school graduates. Their handicap is not

only that they lack certificate of graduation to serve as a job passport, they also lack the basic knowledge that would enable an employer to train them. Also, they lack discipline, the proven ability to carry a big project through. Over the nation as a whole about one-third who enter the ninth grade are failing to graduate.[4]

Aside from being on unemployment rolls, school quitters are likely to be juvenile delinquents. This problem by itself has been referred to as "social dynamite."[5]

The major challenge to vocational education below the college level is to help develop imaginative solutions for the many young people leaving school because they feel the present system of education does not meet their needs nor desires.[6]

Recommendations, and some steps have been taken in the revision, expansion, and improvement of the various means of education and training, to give boys and girls a clearer idea of the nature of the jobs that will be available, the training and education that will be required of them, and the avenues of advancement open to them. Exploratory work experiences are being provided, to some extent for the potential drop-outs, responsive to their needs and capable of arousing and holding their interest and participation through vocational education.[7]

Cooperative Programs in Vocational Education

Real job situations. Vocational education is best given through jobs that are real and essential. Equipment and practices found in industry and business are used in vocational education and this encourages the performance of real jobs. The use of practicums or exercises only, would not present a challenge to the learner as does the real job situation.[8]

In justifying an occupational experience program for a student it might be

desirable to briefly mention something about this program. Occupational experience programs are designed to provide supervised experiences for gainful employment. Students who are in the 11th and 12th grades can complete the requirements for a high school diploma and receive occupational experience at the same time. The student spends a certain amount of time in the classroom and a certain amount of time working in an occupational experience center. The training received at the occupational experience center is under the direction of an instructor selected from the business or company in which the student is working. The teacher has the responsibility for providing the related instruction and coordinating the program.[9]

Justifying teacher-coordinator's task. To name and explain all the tasks of the teacher-coordinator in this report would serve no useful purpose. However, to stimulate student interest and desire to succeed, the competent vocational teacher must know how to use, and use, a variety of techniques. The teacher-coordinator must be sensitive to teaching-learning situations in classroom, laboratory, and in the students occupational experience center.[10] The teacher-coordinator must possess the ability and physical stamina to be a successful public-relations man to make the occupational experience program a success.

The teacher-coordinator must demonstrate effectiveness and efficiency of using occupational work experience rather than theory alone. He makes himself, the school, businessmen, and the community a part of vocational education.

FOOTNOTES

[1]Dennis Hoover, "The Unemployables," The Dallas Morning News. (A series of given articles on automation, education, manpower, etc., March 1962). Reproduced by courtesy of The Dallas Morning News, Dallas, Texas. p. 2.

[2]Statement by Mr. Oliver O. Scott of the New Mexico State Employment Service at a workshop lecture, Carlsbad, New Mexico, August 9, 1966.

[3]Willard W. Wirtz, "Facts You Should Know About Labor and Vocational Education," U. S. Department of Labor. (This report based on a statement by Secretary Wirtz before the General Subcommittee on Education, House Committee on Education and Labor, U. S. House of Representatives, March 26, 1963). Washington, D. C. American Vocational Association, Inc., p. 2.

[4]Hoover, op. cit., part 3.

[5]Ibid.

[6]Eli Ginzberg, Vocational Education, (The Sixty-fourth Yearbook of the National Society for the Study of Education.) Chicago: 1965., p. 35.

[7]Dickson S. Mullin, "Business Education and the Drop-out Problem," The Balance Sheet, XLVII, No. 6, (February, 1966), pp. 244-247.

[8]Roy W. Roberts, Vocational and Practical Arts Education, Second Edition, (New York: Harper and Row Publishers, 1957, 1965), p. 545.

[9]Supervising Occupational Experience Programs (A Special Conference Report given by the College of Agriculture and Home Economics, Department of Agriculture and Extension Education, New Mexico State University. Series Number 7, February, 1966, p. 1.

[10]John Patrick Walsh and William Selsen, Vocational Education, (The Sixty-fourth Yearbook of the National Society for the Study of Education.) Chicago: 1965., pp. 132-133.

COOPERATIVE VOCATIONAL EDUCATION PROGRAMS FOR HIGH SCHOOL STUDENTS

Stanley W. Johnston

What is Cooperative Vocational Education?

Cooperative Vocational Education should be an integral part of a total educational system. It can provide the most realistic training a student can receive as he is given supervision, coordination and training in related fields. The high school student develops desirable habits of work and is given the opportunity to strengthen the basic elements which are necessary to become a good employee. "Essentially, the cooperative plan of vocational instruction uses the work situation as a 'school laboratory' in which occupational competencies are developed through supervised occupational experiences while related instruction is given in school."[1]

Cooperative occupational education in high schools is a program of instruction designed to prepare students for initial entry in many job areas. The student-learner acquires skills and knowledges applicable to his training station where he is placed. This aids him in occupational competency and advancement on the job.

TYPES OF PROGRAMS

Some of the cooperative vocational education courses or programs for high schools are as follows:

Distributive Education

Cooperative distributive education in the high school provides a program of instruction designed to prepare students for initial entry jobs in areas of marketing; i.e. Manufacturing, storing, transporting, financing, risk-bearing,

1. Mason and Haines -- "Cooperative Occupational Education and Work Experience in the Curriculum," pg. 93

wholesaling, retailing, and servicing. Distributive education is concerned with marketing occupations and not with industrial office occupations.[2]

Trade and Industrial Training

Cooperative trade and industrial training is a program of instruction designed to prepare students for entry jobs in various industrial occupations and the skilled trades. Industrial education is interested in service and skills, not in the marketing occupations.[3]

INSERT (COOPERATIVE OCCUPATIONAL EDUCATION PROGRAMS)

Because of the industrial nature of the Carlsbad community there is a great demand for students involved in occupational education. Listed below are some of the fields involved.

Distributive Education

1. Sales clerks in all types of mercantile businesses
2. Grocery clerks and "sackers"
3. Waitresses and bus boys
4. Order filling clerks in mine supply houses

Trade and Industrial Training

1. Beauty college students
2. Mechanics
3. Janitorial services
4. Cooks for commercial establishments
5. Orderly and nurses aid

Cooperative Home Economics

1. Maid service, either private or commercial
2. Dietitian
3. Cook other than commercial

Cooperative Office Education

1. Secretary
2. File Clerk
3. Bookkeeper
4. Receptionist
5. Operate office machines

2. Ibid, pg. 97
3. Ibid, pg. 96

Cooperative Agriculture Education

1. This is broken down on pg. 4 of my report under cooperative agriculture and agribusiness.

Cooperative Home Economics

Home economics programs are facing a challenge in providing vocational preparation for occupations outside the home as well as in the home. The preparation of homemakers has been the emphasis in the past years, but as changes in our society have developed a demand for training outside the home.

Cooperative Office Education

The cooperative office education program is designed to prepare certain high school students for initial office jobs.[4]

Cooperative Vocational Agriculture Education

The changes taking place in the fields of agriculture have also made the schools re-evaluate their total programs. The mechanization in farming, as in other occupations has replaced much hand labor. New techniques have been accepted. Due to these changes we have such possibilities as are listed below:

A Cooperative Agriculture Program

This is a program which would offer a comprehensive background in areas of agriculture science and agriculture technology prior to the twelfth grade. In the twelfth grade the student-learner could be offered supervised experience in non-farm agricultural occupations.

This program is for those off-farm agricultural occupations, in which agricultural competencies are needed. Some are closely linked to distribution, such as found in feed and fertilizer sales and livestock marketing.

4. Ibid, pg. 115

Combination Programs Involving Several Vocational Services

Such a cooperative program involves more than one broad occupational area or grouping. The changing nature of the occupational world has pointed out the needs for workers who are competent in two or more occupational areas. For example, the food sales and services trades require knowledges and skills from agriculture, distributive education, and the home economics.

TYPES OF OCCUPATIONAL WORK EXPERIENCE

COOPERATIVE OFFICE EDUCATION PROGRAMS

Alyce Siebenthal

1. Occupational experience in the classroom.

One type of occupational experience for cooperative office education programs that is widely used is the actual practice of the skills that are needed in the classroom. This is the type of experience that has been widely used over a long period of time and is still necessary for the fullest development of the Vocational business program.

The first practice of this kind is carried out in the courses that are the pre-requisites to the occupational work experience--the typing, shorthand, and bookkeeping classes, and possibly further in the business English courses or business arithmetic courses where the problem solving type of course content is offered and practice is given in writing business letters or in solving problems in arithmetic based on business practices.

In the cooperative office education class itself there is a continuation of the occupational experience that is offered through classroom work.

Examples of the areas where this type of teaching is used is the reinforcing of skills already learned in typing by the typing of all class assignments, using the typewriter for machine transcription, practice in transcribing shorthand notes on the typewriter, additional letter composition, typing of charts and tables that make up some other assignment, and typing masters or stencils for duplicating. Additional practice is given in using shorthand by practice in taking dictation; and practice is given in bookkeeping by doing review problems.

In addition to reinforcing the skills that have already been learned, new skills are added and practiced in the classroom--machine postings use of the transcribing machines, ten key adding machines, and calculators.

2. The Home Project.

Another type of occupational experience that is sometimes employed is the

use of the home project, although it may not be as well adapted to business as it might to agriculture or homemaking. It is believed, though, that imagination and ingenuity on the part of the teacher could make it useable in business. The home project might be used in developing the basic attitudes that are necessary to the office worker. For example, a project in good grooming might be worked out at home. In homes where there may not be many supplementary materials or opportunities available, there is nearly always a mail order catalog at least, so that the student can work with pictures of clothing and the essentials of good grooming, and make a tentative budget for what would be needed.

Individual projects in bookkeeping or letter writing could be based on family finance and family business correspondence.

3. Supervised occupational work experience.

The third type of occupational experience for the vocational office trainee is the supervised occupational experience. This type of experience is the kind that is being widely adopted as an expansion of the vocational business program through the impetus given it by the 1963 Act. In this type of training some of the competencies required in any given occupation are learned solely in school and applied on the job; some are learned solely on the job; and some are learned partially in school and partially on the job.

In this type of training two kinds of instruction are necessary: (1) basic related instruction--the skills and attitudes needed by all the students and (2) specific related instruction that is needed by the student for his training station and to further his career objective.

The value in supplementing classroom instruction with some part-time work experience was very well stated by Mr. Gruber, Director of Business Education in New York who says:

> This experience not only helps him to be a better worker when he is graduated and reports for full-time employment, but it helps him to mature by introducing

> him to the world of work during his teen-age years. By association he learns office manners, develops a sense of responsibility, and is motivated to continue his education if he is to advance in the business world. [1]

The student needs to be given every opportunity for occupational experience it is possible to give, whether the method employed is--

1. Practice of the skills in the classroom.

2. The home project.

3. Supervised occupational work experience.

1 Gruber, Joseph, Director of Business Education, New York City Schools, "Delay Vocational Business Education? An Emphatic No!" Balance Sheet, October, 1965, p. 54.

MAKING COMMUNITY SURVEYS

What is a community occupational survey? It is an enumeration and description of jobs within some definite geographical area.[1] It can provide valuable guidance to the program of Vocational Education and particularly to the Office Education Program.

If the survey is to be successful, it requires much planning before the conducting of the actual survey activities. There must be cooperation and coordination in planning the survey, in enlisting sponsors and leaders, and in selecting personnel.

Planning Committee

It is advisable to form a survey planning committee. The committee probably would consist of school officials and key individuals from the community. They would do such things as list names of likely sponsors, list names of individuals who should be on the permanent planning committee and determine the ways by which an official of the permanent planning committee can be appointed.[2]

Finding a Sponsor for the Survey

The occupational survey may be sponsored by the local board of education, chamber of commerce, the state employment service or civic clubs. The approval of an occupational survey officially by the board of education and by any other leading community agency or organization increases the willingness of business and industries to cooperate in the survey.[3]

Permanent Planning Committee

The permanent planning committee has as its principal function the establishing of policies for the survey and to see that they are carried out.[4]

The planning committee should define clearly the survey's objectives. The primary objective should be to obtain local occupational information. The second objective should be to obtain descriptive information concerning entry jobs in the community. The planning committee determines the scope of the survey. Should

it cover all industries or a sample? What will be the geographic limits?[5]

Procedures for Conducting the Survey

The two questions which determine procedure are (1) from what sources is information to be gathered and (2) what methods are to be used to collect information. Sources of information might include employers, workers, homes, community organizations, or only one of these. Methods to use to collect information include--interviews, questionnaires or a combination of both.[6]

An essential phase of planning the community survey is the preparation of a list of all local places of employment. In making the list one may draw upon the following sources: city directories, classified section of telephone directories, list of firms paying local real estate taxes, and city business license lists.[7]

The Budget

The budget for the survey is important because it will affect the objectives of the survey and the procedures to be followed. The funds must cover publicity, printing of forms, clerical assistance, and printing the final report. Because cooperation is an outcome of understanding, publicity is very important. All persons who may eventually take part in the survey have to understand the purpose of the survey and be informed of all plans. Means to provide publicity include newspapers, the school, the radio, and talks to community groups.[8]

Construction of Survey Forms

Survey forms for questionnaire or interview have to be so constructed that they collect information related to the survey objectives and so made that they facilitate the final tabulation of data. If interviews are used, a training program must be conducted for those working as interviewers. One of the first steps in the training program would be to provide a manual of instructions for the interviewers. This should inform them as to the purpose of the survey, responsibility of interviewer, procedures, personal appearance, specific dir-

ections concerning interview, and a list of firms to be canvassed.[9]

Final Steps of Survey

The last steps in a survey involve tabulating and interpreting the data and writing the final report. In organizing the survey data it is necessary to use a coding system of some kind for the industries and jobs. After the data has been tabulated a well written survey report should be prepared. The general report usually would contain acknowledgment assistance of all participants, a brief description of the community and its industries, the purpose of the survey, a description of the techniques used, copies of various forms used, summary of all tabulations, explanation of all tabular materials, a summary and conclusions, and recommendation for the school and community.[10]

Justification for an Occupational Survey

Vocational business education should be based on individual and community needs, therefore, some means must be used to gather local occupational information. The data collected can be used to determine the amount of vocational business education needed in the school, the subject matter required, and the facilities and equipment that should be provided.[11] An occupational community survey can be a desirable aid in establishing standards of achievement for the business department.[12] The information can be used in counseling students individually.[13] How much effect or counseling can be done without knowledge of the jobs available, the requirements of the available jobs, and the opportunities for advancement? Information can be made available to students by presenting it on bulletin boards and in school papers. Young people depend upon their own community for training, and in many cases, for jobs; and there is need to know what jobs are available in our community and the training needed to enter these jobs.

FOOTNOTES

[1]Max F. Baer and Edward C. Roeber, Occupational Information (Chicago: Science Research Associates, Inc., 1958), p. 275.

[2]Ibid., p. 276.

[3]Ibid., p. 276.

[4]Ibid., p. 277.

[5]Ibid., p. 277.

[6]Ibid., p. 278-79.

[7]Ibid., p. 285.

[8]Ibid., p. 280.

[9]Ibid., p. 281-85.

[10]Ibid., p. 294.

[11]Roy W. Roberts, Vocational and Practical Arts Education (New York: Harper and Row, 1965), p. 530.

[12]Marietta Spring, "Community Surveys Help the Business Teacher", The Balance Sheet XLVII (December 1965) p. 161.

[13]Baer and Roeber, op. cit., p. 297.

PUBLIC RELATIONS

Lynell B. Caton

There are many important phases of public relations involved with the occupational experience aspects of vocational education. This report deals with two aspects--public relations in regard to recruiting students to the program, and public relations in regard to the continuance of the program.

Why is public relations important to the business department? The outstanding reason seems to be that the business department at the present time has a "poor public image." Business teachers are more commonly referred to as the "typing teachers." Few people realize that such a variety of courses are offered through the business department. Our first objective should be to improve our public image with the students, other faculty members, and particularly the public.

The New Mexico Business Education Association shares in the "poor public image." One improvement that might be made along this line would be to strengthen the communication lines between all the business departments throughout state and standardize the objective of all concerned.

The Business Department can promote vocational education. We must have good relationships with all other teachers; have regular departmental meetings and promote ideas as a group. All too often we find that there is a breakdown of communications right within the department. One business teacher may have no conception of the course content in courses other than the ones he teaches. Our first step, it seems, should be to improve inter-departmental meetings frequently become gripe sessions--rather than being used constructively to effect better inter-departmental relations. This can be improved by selecting a time for departmental meetings conducive to clear thinking--too often teachers are exhausted and can only see problems rather than solutions.

If the business department isn't well-informed and enthusiastic about its program--who will be?

> Public relations involves doing a good job and telling people about it so that you receive credit for the good work. The "telling" is publicity--and you should try to tell your story as often, in as many ways, to as many different people as your energy and ingenuity permit.[1]

> The effectiveness of the cooperative education program is dependent upon the support and cooperation of many people. This support comes from the school staff as well as the personnel in the cooperating firms, the parents, employer and employee groups, and the general public. It is especially important that the school administration, counselors, teachers, and students understand fully the plan and objectives of the cooperative education program.[2]

Often we hear teachers complaining that the guidance department has not fulfilled its duty in the selection of students who come into our program. We must establish good relations with the guidance department. The business staff should be professional in fulfilling responsibilities to the guidance personnel--provide the counseling department with up-to-date outlines of courses and with recent records.

We should also seek equal time with other departments during student assemblies so that the business department can also be "in the limelight."

The occupational experience program requires the teacher to work closely with employers and the student's supervisors. The cooperation of employers is mandatory to provide occupational experience for the students and future permanent employment.

The teacher should strive to gain the cooperation of organized labor. The teacher should learn the requirements for admission and the possibilities of substituting occupational experience for part of apprenticeship requirements.

> The teacher should gain valuable assistance by cooperating with the Employment Security Commission. The Employment Security Commission may assist in finding part-time occupational experience centers, securing full-time employment for graduates, and could assist in recruiting and testing prospective students.[3]

A number of important guidelines in public relations activities were presented at a National Seminar on cooperative education at Ohio State University.

The following guidelines are some which might be of particular interest to the business education department at present:

1. Utilize all communication media including the newspaper, radio, television, trade publications, and youth magazines.

   a. When planning publicity regarding special school activities or programs consider the news value before calling the newspaper. If the item is scheduled for the basic questions of what, where, when, and why. If possible also include pictures or invite the news media representatives to come to the school and take pictures.

   b. Learn the names of the reporters and TV program directors. Work with them in every possible way so that they will be glad to assist in promoting the program. Remember relations is a two-way street.

   c. Develop a news sense and try to include personalities who are worthy to be featured. Be sure that those students selected to appear in the picture will "reflect the kind of image" that is wanted.

   d. Where possible involve students in planning publicity activities; this can be an excellent learning experience.

2. Report to the faculty information of interest to the group about individual or group action.

3. Provide the administration with pertinent information regarding cooperative employment, employer reaction, and achievement of graduates.

4. Keep employers informed regarding school activities of interest to them.

5. Develop a film or slide presentation for use with PTA groups, service clubs, and eighth or ninth grade school classes.

6. Encourage trade associations, employer and/or employee groups to recognize outstanding student performance with suitable medals, certificates, or prizes.

7. Organize regularly an employer banquet to show appreciation for their part in the "cooperative" education effort.[4]

Communication and public relation activities require consistent and persistent effort. Goodwill and understanding is not achieved by a single effort or media, it involves the use of a wide variety of activities and effort, all of which are designed to inform, persuade and clarify. The most productive efforts must be directed toward those individuals or groups who are <u>least</u>

familiar with the cooperative plan of education. The challenge is to inform individuals as economically as possible, regarding the advantages, principles and goals of cooperative education.

FOOTNOTE REFERENCES

1. Your Public Relations, A Guide for Vocational Educators, prepared by Committee on Research and Public Relations, American Vocational Association, Washington, D. C., p. 5.

2. "Public Relations," Tentative Guidelines in Cooperative Education, Ohio State University, p. 1.

3. Supervising Occupational Experience Programs, A Special Conference Report, New Mexico State University, College of Agriculture and Home Economics, Department of Agriculture and Extension Education, University Park, New Mexico, 1966, p. 7.

4. "Public Relations," Tentative Guidelines in Cooperative Education, Ohio State University, p. 3.

INITIAL STUDENT SELECTION IN BUSINESS AND OFFICE EDUCATION

Thomas J. Durrett

Selection of Students

While all phases of preliminary planning and the operation of any work-experience education are significant, none is more important than the selection and eventual appropriate placement of students in work stations. The objectives of the program must coincide with the desires and needs of each student. Selection of students who misinterpret the purpose and outcomes of the program will defeat the purpose of the program and may lead to its being dropped from the program because of its failure to meet the needs of the student and the community.

Criteria for Selection of Students

Students must have Ability

In the field of Vocational Business Education it is an essential that students have mastered various basic skills before being placed on jobs. For example, a work station requiring proficiency as a stenographer cannot be filled by a student who is accomplished in typing only. This station must of necessity be filled by a student who is also proficient in shorthand and its transcription.

In other fields it is possible in some cases to teach the necessary material on the job more efficiently than in the classroom. This is not the case in the field of Vocational Business Education. The basic skills needed in this field are usually more efficiently taught in the classroom. Students to be placed in business education work stations should be limited to those second semester juniors and seniors who have developed the necessary skills which will enable them to be efficient in the work situations.

Students must have Necessary Courses to Graduate

It is a necessity that all students selected for entry into a work-experience

program have completed those courses which will enable them to graduate upon completion of the one or two year work-study program. This program must be one which helps the student to further his future work and as such cannot be of great benefit unless the student is graduated as a part of the program.

Student Age

The minimum age for employment during school hours in a program of this type is 16 years of age. Each student selected for this program must have reached his sixteenth birthday prior to the time he is selected for a work station and not later than the end of the first six weeks marking period in his senior year.

Pre-Employment Orientation Class

Each student should, prior to this occupational experience instruction in vocational education be required to attend a course in Occupational Relations. This includes types of information that is either directly related or indirectly to the cooperative experience program. It includes such items as employer-employee relations, social security, taxes, banking, insurance, community services and personality improvement. This course should also cover, according to Hunt[2], how to apply for a job, development of good work habits, ability to work with adults, appreciation of other jobs and workers, and the improvement of personal appearance and good grooming.

Students School Citizenship as a Basis for Selection

Since school citizenship and its related skills, abilities, and normally attendant good work habits are an essential to placement in an office situation, it is considered that the evaluations of former teachers will be of some degree of value in the initial selection of students for a Vocational Business Education program. This information can be acquired through the use of a well designed questionnaire to gather this information from not only teachers but also from others with whom the student has had close contact, i.e., former employers and ministers. The questionnaire should be so designed as to enable the teacher-coordinator to indentify the person from whom the information was

to the student.[3]

Student Safety

It is essential that students selected for the program be able to supply transportation both to and from the work station assigned them. This transportation may be in the form of a bicycle for some students and scooters or autos for others. In the case of students assigned to work stations in larger communities this may be in the form of public transportation such as buses, streetcars, subways, or various other means. This means in any case that the student must furnish himself with safe transportation.

Student Need

In any work-experience program need must be considered as a major factor in the selection of students. When two students of equal ability apply for the program the one who has the greatest need should be selected. Probably the most difficult job the teacher-coordinator has is to narrow his class to one of workable size i.e., fifteen to twenty-five. In the final selection the teacher has to make the decision after gathering as many facts as possible.

Student Language

One of the many problems in student selection in New Mexico and in the City of Carlsbad is that of the student language barriers. As many of our students are bilingual, it is necessary to select for cooperative programs only those students who speak the major language, whether it be Spanish or English, fluently and who use the secondary language only when necessary. At least one employer in this city has stated that race is not a serious problem but that if he is to hire a person of Spanish-American descent, it is an essential that this person speak English fluently and that this be the only language spoken while he is on duty.

Many of the students in this area come from homes in which the language spoken is primarily Spanish and it does cause a problem in that in most cases

this becomes the major language of the student, whereas the major language of the business world is English. All students should be informed that if they are to be selected for a cooperative work-experience program in this area it will be necessary for them to speak, read, and write English fluently.

Testing

There are of course many tests which purport to test the various abilities of students. The use of selected testing materials may be of great value to the teacher-coordinator. The U. S. Employment Service attests that if a student makes passing scores on appropriate tests the chances are 91 out of 100 that the student can be successful on the specific job tested for.[4]

FOOTNOTES

[1] DeWitt Hunt, Work Experience Education Programs, Bulletin 1957, No. 5, Dept. of Health Education & Welfare, Washington, D. C., U. S. Government Printing Office 1957, p. 67.

[2] Ibid. p., 79.

[3] Ralph E. Mason and Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum, Danville, Ill., Interstate Publishers and Printers, Inc., p. 410.

[4] Ibid. p., 170.

ORGANIZING AND USING ADVISORY COUNCILS

M. D. Yeats

Advisory Committees have been used successfully at all levels of Vocational Education instruction. They are used locally by the Carlsbad City School Administration and aid greatly the program of administering any educational program. Examples of Local Committees include the Superintendent's Advisory Committee, the Citizens Council for Better Education and the Salary Study Groups.

> "A public school serves the public and, in turn, is supported by it. The school and the community should work together. The school should know what the people want and the people should know what the school is teaching its children. Advisory committees provide this necessary communicating link. They are made up of representative laymen, recognized and respected experts in their own fields, who help educational authorities build valuable programs based on the real needs of the community."[1]

Advisory committees may serve to an excellent advantage at each level of the organization; State Board of Education, State Supervisor of Vocational Education, Advisory Committee to state Subdivided Vocational Agriculture, Vocational Home Economics, Vocational Business Education--! Local Coordinator of Vocational Business Education, Home Economics--Vocational Education--, Individual Advisory Groups within each area--Each Coordinator may use a number of Advisory Committees as needed--Need more acute where Program has never been initiated--Each craft mught supply personnel on Advisory Councils.

> "The Organization and operation of the vocational distributive education program in the local community may be facilitated by the use of a steering committee and an advisory committee. The steering committee is usually selected by the coordinator and serves without formal appointment. This committee is sometimes used pending the appointment of an advisory committee. The committee consists of employers and employees in distributive occupations. It assists the teacher to become acquainted with the merchants and with the problems and relationships in the community. The advisory committee may offer advice on wage rates, training stations, types of training, and standards to be observed. This committee can strengthen the distributive education program by establishing satisfactory contacts, through the coordinator or instructor, between the school and the cooperative business establishments."[2]

The steering committee should be interested people--probably products of other cooperative programs or civic minded individuals making former inquiry or used in similar situations on another advisory committee. The committee is used in the initiation of the program and serves until the groundwork has been prepared--they are then dismissed. The advisory committee is of a longer duration and serves in many and varying capacities.

The advisory committee facilitates the organization of the program and acts as a liaison between the coordinator, school, business and community as a whole. No advisory committee presently aids in Vocational Business Education, but they have been and are used successfully in Distributive Education and Industrial Cooperative Training Programs.

> "The major support to the school comes from the public, consequently, it is necessary that the public know what the school is doing."[3]

This can best be effected by the different media of Public Relations--e.g., Mr. Reid McCloskey is the Personnel and Public Relations man for Carlsbad City Schools--he could work through the Civic organizations--and one of the best proponents of such a program is a well-coordinated advisory committee.

The organization of an advisory council begins with the selection of its membership. As has been indicated, they should be experts in their own areas, respected by both competitors and their community associates. Mr. James Osborne selected T. J. Midriff--an outstanding Kiwanian--locally--state and nationally. Mr. Midriff is also a very progressive druggist and pharmacist. Mr. Osborne also appointed Mr. Don Barker--an outstanding manager of Woolworth's.

> "Members must have had recent, successful, first-hand, practical experience in the area which the committee is to serve. They should have the respect and confidence of their associates, though they need not necessarily be older people with many years of working experience....And young industrial executives, who have proved that they know their jobs thoroughly, will sometimes work harder in support of a school than some older men who have lost contact with youth and have already made their influence felt in other projects."

Other important factors in the selection of members are their available time and desirable characteristics. Mr. Midriff and Mr. Barker are both busy but also

dedicated to the community, school, and also the youth of the community.

> "Members of an advisory committee should keep in close contact with school activities. This means, they should meet often and be available when they are requested to meet....An experienced community leader who already holds many offices, for example, may not have anough time, energy, or enthusiasm to give to advisory committee work. However, such a man is to be preferred to an unknown person, provided he can give the necessary time."
>
> "Candidates for membership should be people of intelligence, intergrity, keen and balanced mind, courage, and unselfish spirit. They should be potentially responsible, civic-minded, and cooperative committee members. The most aggressive and ambitious characters do not always make the best members; those concerned with the selfish interests of a small group or their own prestige usually do not care for the good of the entire community. Radicals, or extremely vocal persons who enjoy injecting political or irrelevant argument into discussions, are not wise choices."[4]

The coordinator of a Vocational Business Education program should select those in the community especially adapted to his particular program and capable of contributing wisely to its supervision. The members of advisory committees in Carlsbad show an especial ability to add to stature, dignity and prestige of program.

> "Representatives of employers and employees should cooperate on training programs for office occupations. Members of large and small businesses, personnel managers, and public relations representatives should be included. A manufacturer's purchasing agent can give sound advice on the latest office equipment. Local service clubs and professional business organizations can also furnish valuable members."[5]

It would probably be wiser to submit a request for an advisory council to the administration. Formal requests to the appropriate personnel or organizations can best be effected through administrative channels for they usually carry a greater influence on the community as a whole. Mr. Tom Jonson, Superintendent in Carlsbad City Schools, as well as the Principals of the City Schools, have shown a special interest in the Vocational Education Programs. They also wield a great influence through associations to effectively promote good relations in the selection of advisory committees.

The actual control of the advisory committee should be effected by the coordinator without being dictatorial or dogmatic. This has been done by the Vocational Education Coordinators locally as they have been most democratic,

should not become self-perpetuating through the custom of appointing successors for departing members. However, a valuable contributor can be reappointed, and often this is wise.

Sometimes the school administration and the members of an advisory committee may need additional assistance in solving a particular problem. The use of consultants is recommended in such cases. These experts should be invited to meet with the committee for a limited number of sessions in order to give their opinions or necessary information."[9]

The frequency of meetings should be dictated by problems arising urgent enough to demand the attention of the advisory committee.

"There is no generally accepted policy on the maximum number of meetings to be held every year. Meetings may be called regularly or at times when they seem to be necessary. Many active committees meet whenever they are called, whenever important business must be conducted....A committee working to build a worthwhile program must meet often as well as regularly in order to carry out its assignment. Twice or three times a year is not enough, though busy men and women must not, of course, be called together without real justification. Necessity is the criterion for judging the number of meetings."[10]

The Vocational Coordinator must orient the members of the committee, and keep them informed of the progress of the program.

"The vocational director must first explain to the committee members the general operating policies of the state plan and federal acts dealing with vocational education.

...The members of the committee should be made to realize that the program can win respect only through their complete cooperation in planning and operation. If periodic reports of progress resulting from committee action are made, members will soon develop a sense of pride in achievement. They will want to expand the school's activities and add to its reputation.

Committee members should be invited to visit the school often. They should see school functions like department meetings, graduation exercises, special assemblies, and social gatherings. Noon luncheon meetings in the school bring an advisory committee nearer to real school life.

.... An advisory committee is a source of lay criticism as well as a source of lay advice. If the members have been wisely chosen, the criticism will be constructive. If the suggestions of the committee members are sound and sensible, they should be adopted whenever it is possible."[11]

tactful, and discrete in their use of advisory councils. Its offices should consist of a Chariman, Vice-chairman, and Secretary. The Chariman should be a lay person-- the vice-chairman should also be a layman, because he could well succeed the chairman. He will be ably prepared for this position, since he would have served in the absence of the regular chairman. The secretary could easily be the coordinator who would be responsible for keeping record of minutes of previous meetings, preparing an agenda for future meetings, and notifying the members in time for them to plan their attendance.

> "The school authority should preside at the first meeting of the committee, at which time the duties and responsibilities of the advisory committee should be discussed and agreed upon. The fact that advisory committees do not have administrative authority should be discussed and stressed. A permanent chairman and a secretary should be elected by the members of the committee. The school representative may serve as a secretary for the purpose of keeping the minutes and preparing agenda for the meetings. The agenda should be sent to each member far enough in advance of the meeting to permit consideration and study of the topics to be discussed...It is important to acquaint the members of the committee with the technical education program as a whole and its relation to other educational and community programs."[7]

> "The school representative (coordinator) usually serves in three--or in a combination of three--capacities. He may act as secretary for the committee; he may serve as general consultant; he may be chairman. Whatever he does, he must remember that he is only an ex officio member, requesting and not giving advice. His routine duties are: reading and keeping minutes, notifying members of time and place of meeting, arranging for meeting rooms in the school, providing statistical or descriptive information about the school, preparing reports of progress. (The school should provide all clerical help needed in the work of the committee, including the preparation of minutes, reports, recommendations, and special notices."[8]

A plan for the tenure of membership of the committee should be definitely agreed upon--some are placed on committees with the idea of serving until they no longer wish to serve. Another plan might provide for the rotation of the membership to enable others of the community to serve on the advisory committee. This should be specified in advance and the plan adhered to very religiously to avoid poor public relations with the membership of the committee.

> "Members appointed for a definite term of office generally serve for one to three years. Replacements should be staggered, so that there are always some experienced members left in the committee. When a term has expired, the new member should be appointed by, or by the school administration. Committees

FOOTNOTES

1. The American Vocation Association Bulletin, 1965, Vocational Advisory Committees, page 1.

2. Roberts, Roy W., Vocational and Practical Arts Education, History, Development, and Principles, Second Edition, Harper and Row, 1957-1965, page 209.

3. Dr. Letson, The Establishment, Use, and Effectiveness of Advisory Committees in Developing Vocational and Technical Education Programs, page 1.

4. The American Vocation Association Bulletin, 1965, Vocational Advisory Committees, pages 8 and 9.

5. Ibid., page 9.

6. Ibid., page 10.

7. Roberts, Roy W., Vocational and Practical Arts Education, History, Development, and Principles, Second Edition, Harper and Row, 1957-1965, page 377.

8. Op. Cit., page 15.

9. Ibid., page 12.

10. Ibid., page 17.

11. Ibid., pages 18 and 19.

SECURING ADMINISTRATIVE ASSISTANCE AND DEVELOPING LOCAL POLICIES

Alyce Willis

Sell Yourself

The initial step in setting up a business vocational program or expanding one is personal belief in the advantages the course of study and work will offer the students in vocational education. One cannot effectively sell an article without enthusiasm.

In beginning a new program for vocational office practice, the first consideration is to secure administrative approval and help. Since most schools already have some vocational programs organized, a beginning program in cooperative office practice should be easy to plan within the local policies already established. Developing more favorable policies could come later as the need arises.

Establishing a Program in a Large School System

In a large system, such as Carlsbad, initiating a new program for cooperative office practice would first be considered in departmental meetings in the school wishing to offer the program. A visit from the state official in charge of this phase of business education to explain the state regulations that would apply to the program and the benefits to the school system could be arranged. With this information as a guide, a tentative outline for the course should be formulated.

This outline would be presented at the next city-wide meeting of the department of vocational education. Here the plan would be discussed, revised, and finalized. The things to be considered here would be specific course outline, local needs supported with facts, and objectives of the course.

Sell Your Principal

After the new program has been decided upon, the next step is really a

public relations job--sell the principal. He is the key man in a new course offering or in expanding a course that is already offered. A quotation taken from The Bulletin of the National Association of Secondary School Principals will verify this point.

> Several conditions must exist before intelligent changes can be achieved in the curriculum of any school....One individual must be so vitally concerned with welfare of the students that he will take the intiative and work for the desired changes with increasing effort and enthusiasm. The principal is the logical person to assume this leadership. He knows his students, his faculty, and his community better than anyone else. By the very nature of his position, he becomes the ideal choice to plan, promote, and follow through on any type of curriculum changes.[1]

With this in mind the vocational department or teacher wishing to change or add something to the curriculum of the school must first sell and enlist the aid and support of his principal.

In a small school system, three-fourths of the job might now be accomplished, and the next semester the teacher could plan on putting the course outline into practice. In a system as large as Carlsbad the job has just now begun.

Secondary Accrediting Committee

The chairman of the Vocational Department in Carlsbad would present the cooperative office practice plan to the Office of Instruction and Curriculum. If the proposal is accepted here, it moves on to the Secondary Accrediting Committee. In Carlsbad this Committee is composed of the Principal and Vice Principal of Senior High School and the Principal and Vice Principal of Mid High School plus several appointed members from the faculties of each school. The plan would be studied and, if considered worthy, approval would be given. Here is where the selling job to the principal can be most important. Any faculty members who have become sold or interested along the way will be of aid, especially if they are on the committee or have influence with some that are.

Superintendent and Board of Education

The last step in approval rests with the superintendent and the Board of Education. This entire process takes time, usually a year and sometimes two,

in the Carlsbad Schools. The teacher needs patience and tenacity.

The business teacher should remember these things:

> When you prepare a program of enlarging the administrators' understanding and recognition of the vocational program, remember they are busy persons. Time your approaches so they do not conflict with a rush schedule. Don't try to sell your whole program in one afternoon. The right approach is the quiet, steady action, with a time table prepared...in advance.[2]

Teachers should document the needs and objectives of the program with an recent surveys in the community, current surveys of job opportunities in the state and job opportunities nationally. Teachers should use any studies and results of pilot courses that may be already in operation.

A summary should be prepared of the laws relating to the vocational education program in the field of business. This should be done with the help of the State of New Mexico Supervisor of Office Occupations. The summary should cover the requirements for business teachers and coordinators, class load, qualifications for reimbursement, and other pertinent facts.

"Involve administrators in planning for long-range objectives.....People in at the planning stage are far more understanding of the final decision."[3]

FOOTNOTES

[1] Ashmore, Wayne V., "Plan for Curriculum Improvement," The Bulletin of the National Association of Secondary School Principals, 44:114-117, November, 1960.

[2] Your Public Relations, A Guide for Vocational Educators, Prepared by the Committee on Research and Publications, American Vocational Association, Inc., Washington, D. C., p. 10.

[3] Ibid., p. 11.

THE ROLE OF THE TEACHER-COORDINATOR IN GUIDANCE FOR CAREER SELECTION

Mary H. Stroud

Definitions

Guidance has been defined as "the high art of helping individuals to plan their own actions wisely, in the full light of all the facts that can be mustered about themselves and about the world in which they will work and live."[1]

A career, as defined in Webster's Student Dictionary, is "a profession or calling pursued as one's lifework."

Need for Guidance in Selecting a Career

In a society such as ours, where an individual is free to choose for himself the career he will follow and how he will advance in it, he will need more information than has been necessary in the past on which to base his decision. In todays world, with its rapid changes in work opportunities, it is even more important than ever for an individual to have information about what is true now and what the prognosis for the future will be. A single individual may have occasion to make a number of occupational choices and adjustments throughout his life span, and vocational guidance, therefore, becomes a continous process of assisting the individual to understand himself better as a basis for making decisions.[2]

Guidance Programs in Today's Schools

Guidance programs have been developed in American education for this purpose and their importance has never been more apparent. Guidance counselors in the schools have specific duties in "Accumulating materials for individual inventories, supplying comprehensive factual information about education and occupational opportunities, counseling individuals, and providing means for aiding in the placement and adjustment in the individual's career."[3] It is

unreasonable to assume that in a high school such as Carlsbad, which has thirteen hundred students and only three counselors, that the whole job of counseling for career selection can be done by the counselors alone. It must of necessity be a cooperative process involving counselors, teachers, and librarians.

Guidance for Career Selection: A Cooperative Process

1. Personal Inventory.

Guidance counselors will be able to discuss the student's cumulative folder with him. This contains a record of his physical growth and development, health and physical conditions, a complete record of his educational progress through school, grades, and levels of achievement. It will also include test results which show his ability, his academic performance, and skills in verbal and manual areas. Pertinent facts concerning his family background and history will be a part of this record.

Other personal characteristics such as self-concepts, interests, personality patterns, levels of motivation, leisure activities, and social skills which have been secured by means of interviews, questionnaires, graphic scales and special tests may also be provided by the counselor.

2. Occupational information.

The guidance personnel will secure and make available to students occupational information as it relates to broad areas of business and specific information about a particular vocation in business. The Dictionary of Occupational Titles[4] and the Occupational Handbook[5] will provide detailed data about specific jobs on a national scale.

Another service provided by the counselors is information related to furthering education after high school. College catalogs, trade and technical school catalogs, and information about scholarships

and loans will help the student in this area.

3. Counseling.

The counselor will help the student understand himself in person to person counseling in relation to his abilities and job or college choices. It must be stressed that the counselor will not make the choice; only the student, after a presentation of the above facts, can make the choice intelligently.

The Specific Role of the Teacher Coordinator of Vocational Education

1. Occupational materials.

Through magazines, pamphlets, and other media which are more available to the business teacher, the student may be given specific information which is possibly more current than that of the Guidance Office.

2. Helps counselors keep up-to-date.

Because the business teacher is usually the first to be informed about new tests in the area of determining business ability and interest, he can keep the counselors informed and thus help make the student ready for placement and/or study.

3. Specific ways the teacher may contribute to guidance for career selection.

a. Student may make a careful evaluation of a certain occupation in business, such as stenography, as to how many are employed and where these jobs are located, and he may be required to make a study of the kinds of business positions available in his area of New Mexico.

b. A career club may be sponsored to make an intensive study of occupational opportunities in the field of business. An individual or a committee would make a report on one segment of business such as banks or hospitals.

c. The teacher may get information from personnel directors and placement officers and bring this information to the classes, and make the same information available to the library where all students will have easy access to it.

d. Provide job try-outs and on-the-job training in stations which relate to the interests and ability of the students. A student who tries out in a clerical job or a bookkeeping job would have a better basis on which to make his decision.

FOOTNOTES

1. National Education and American Association School Administration, Educational Policies Commission, Education For All American Youth: A Further Look, Washington, D. C., 1952, p. 49.

2. Roberts, Roy W., Vocational and Practical Arts Education, Harper and Row Publishers, New York, Evanston and London, 1965, 343.

3. Ibid., p. 349.

4. Dictionary of Occupational Titles, published by the Bureau of Employment Security, U. S. Department of Labor.

5. Occupational Outlook Handbook, Washington, D. C., U. S. Bureau of Labor Statistics, 1963.

= 6. Satlow, David I., "What We Can Do About Misguidance," The Balance Sheet, a Magazine on Business and Economic Education, November, 1964.

7. Guidance in Business Education: Suggestions for Counselors and Administrators, Monograph 83, published by Southwestern Publishing Company, Cincinnati, 1959, p. 30.

THE SELECTION AND ESTABLISHMENT OF TRAINING STATIONS

Doris Gillock

The Purpose of a Training Station

A training station is the employment center upon which the cooperative office training program is based. It is the community business establishment which provides the on-the-job training for a particular student in the cooperative program.

The Location of Training Stations

The following are the most successful ways by which a program coordinator may locate business training stations in a community for the cooperative training program:

1. Yellow Pages of telephone directory
2. City directory
3. Chamber of Commerce Listing
4. Records on file of previous training stations
5. State and Local Employment Offices
6. Contacts through the following:
   a. Civic organizations
   b. Advisory committee members
   c. Counselors and school personnel
   d. Business people
   e. Professional organizations
   f. Trade associations
7. Door-to-door contacts[1]
8. Employment choices or contacts of the student

The Clarification of Responsibilities and Conditions of Training Stations

Before the cooperative program is initiated, it must be fully explained and understood by school administrators, potential employers, the coordinator, and the students.[2] Then the immediate task of the coordinator is to sell the prospective employer on the idea of participating in the program, and at the same time it must be made clear to the businessman that this is an educational program in which he may have the opportunity to help the school and the student. During this discussion or at a later time before a student is accepted for training by the employer, the following points must be made clear with the employer and the coordinator of the program. In the writer's opinion, points 2, 7, and 11 are the most important facts for the employer to know when he is first introduced to the program.

1. The employing firm may be asked to help the learner with individual study assignments.
2. The employer should assist the school by providing occupational experiences and on-the-job instruction.
3. Stations should provide at least 15 hours of employment a week through the school year and half of this time during released school time of the student.
4. A monetary wage should be paid all learners and this amount may be increased according to productivity.
5. Candidates for employment have had vocational counseling at school in which they have chosen tentative business career objectives.
6. The student is enrolled in related classes at school in which instruction directly related to the work activities is received.
7. The student may have opportunities to move from one job activity to another in order to gain various work experience.
8. The student should be placed in the same employment status as that of other part-time employees in matters of social security and insurance.[3]
9. Labor laws are observed and moral and ethical standards are above criticism.[4]
10. Beginning job standards and potential full-time employment possibilities will be made clear to the student.[5]
11. The coordinator will visit the student, observe job performance, and discuss with the employer the student's progress.[6]
12. The employer may provide reports on student attendance, his evaluation of the work of the student, and the personality development of the student.
13. The employer should be willing to work with the advisory committee.
14. The training station should be located within a reasonable distance from the school.
15. The training station should provide adequate facilities and office equipment and use up-to-date methods.[7]
16. The employer should display an evident interest in helping the student.

The Assignment of Students to a Training Station

More than one student should be sent to a prospective employer and be given a formal job interview. For instance, in Carlsbad from two to four students are usually sent to be interviewed by an employer so that he may be able to choose from among several applicants for the position. If a student is chosen by an employer, a written agreement may be approved and signed by the employer, the school, the student, and the parent, stating the conditions of employment and responsibilities of each party.[8] Later, a step-by-step training program should

be adopted by the coordinator, student, and employer in order to make the objectives of the program clear.[9]

The Justification of Training Stations

Real jobs provide the best laboratory for vocational education training. The use of equipment and practices found in business and industry encourages the performance of classroom instruction, and these jobs challenge the learner in developing knowledge, skills, and attitudes necessary to success.[10]

From the point of view of the student, the most important feature of a training station is the understanding of theory taught in the classroom through the practical application of knowledge learned. For example, in class the student learns techniques of using the telephone and applies them on the job in a real office environment.

From the point of view of the employer, the most important elements of the cooperative program are the wise selection of office workers and the related instruction along with this particular job. In addition to this, the employer receives satisfaction as he helps a student master an occupation which can be used in a variety of office situations in the future.[11]

FOOTNOTES

[1]New Mexico State University, "Supervising Occupational Experience Programs - A Special Conference Report" (University Park, New Mexico: College of Agriculture and Home Economics Department of Agricultural and Extension Education, February, 1966), p. 10 (Mimeographed.)

[2]Ralph E. Mason and Peter G. Haines, Cooperative Education and Work Experience in the Curriculum (Danville: Interstate Printers and Publishers, Inc., 1965), p. 183

[3]Ibid., pp. 184-85.

[4]Ibid., p. 78.

[5]Ibid., p. 409.

[6]Ibid., p. 185.

[7]New Mexico State University, op. cit., pp. 11-12.

[8]Mason, op. cit., p. 78.

[9]Ibid., p. 185.

[10]Roy W. Roberts, Vocational and Practical Arts Education (New York: Harper and Row Publishers, 1957), p. 545.

[11]Herbert A. Tonne, Principles of Vocational Education (New York: McGraw-Hill Book Company, Inc., 1961), p. 180.

SUPERVISION OF THE STUDENT ON THE JOB

Howard Zimmerman

Supervision of the student on the job involves the cooperative interrelationship between the coordinator, employer and student to promote an atmosphere of learning and useful work experience. This supervision or coordination is a basic element of the occupational experience program. The coordinator must design the program to fit the student and his particular job situation. The following definition of coordination places further emphasis on the value of the teacher-coordinator of an occupational experience program. Coordination is "the process of building and maintaining harmonious relationship among all groups involved in the cooperative programs to the end that the student-learner receives the very best preparation for his chosen occupation."[1]

The supervision by the employer is a major factor in the quality of occupational experience the student receives. It is important that the student is properly introduced to his work station and the employees with whom he will be associating. This can best be accomplished by an orientation tour conducted by the employer or the person who will be responsible for the training experience of the student.[2] The student will be more receptive to training if he is familiar with the surroundings and if he feels he has been accepted as a part of the business.

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[1]Ralph E. Mason, Ph.D. and Peter G. Haines, Ph.D., Cooperative Occupational Education and Work Experience in the Curriculum, (Danville, Illinois: 1965), p. 179.

[2]"Tentative Guidelines in Cooperative Education On-The-Job Instruction," A National Seminar in Cooperative Education, (Columbus, Ohio: August 1-5, 1966), Implementation No. 2.

Following his introduction to the business, the student would begin his training according to a prearranged plan which he and his employer have developed. Periodically, the employer should hold a conference with the trainee to determine if the training is fulfilling the desired goals and if not, what adjustments needs to be made. Supplementary training may be given by the employer or the coordinator may supplement the occupational experience with specific classroom training. Throughout the training program the learning process must be emphasized and care taken to prevent production rates from becoming the objective of the student or the employer.[3]

Supervision of the student is also performed by the coordinator to make sure the student is receiving the desired occupational experience. Periodic visits to the training station must be made by the coordinator. Mason and Haines suggest the following do's and don'ts for a coordinator when visiting a training station:

1. Do observe the trainee on the job.

2. Do consult with the job sponsor frequently about the progress of the trainee and suggestions to implement the training plan.

3. Do consult with top management or the training director occasionally regarding the cooperative program.

4. Do be alert for specific instructional material to have the trainee bring into the classroom.

5. Do involve the job sponsor in evaluating student projects.

1. Don't usually correct the trainee at the time of visitation without consulting with the sponsor.

2. Don't use an extended block of the job sponsor's time without a prior appointment.

3. Don't just drop by for a chat with job sponsor. Have a reason for asking to see him.

4. Don't expect many of the sponsor's to be able to teach on the job or evaluate the trainee's work without some suggestions and guidance from you.[4]

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[3]Ibid., Implementation No. 6.

[4]Mason and Haines, op. cit., p. 183.

In addition to the visits, a daily report from the student indicating his daily work experience is required. He may also indicate any areas of training which he feels would be beneficial to his overall training program. As a result of the information received from the visitation and the student report, the coordinator can provide the necessary supplementary training.

In order to provide on-the-job training of high quality, the coordinator and the employer must work together in supplying the necessary training for the student. The employer submits a weekly report on the student's progress and indicates areas where supplementary instruction would be helpful. He may also include steps taken to help the student overcome the deficiency and what progress has been made. From this information and that received from the student report, the coordinator can provide in-class instruction in areas that are needed.

If additional information is needed, the coordinator will visit the employer and discuss the students work and his progress in the program. Many times the employer will give the coordinator the clue that is necessary in order to supply the supplementary training needed by the student. On the other hand, the employer may need to discuss the training of the student and will call the coordinator for assistance in correcting a problem which must have immediate attention. One of the guides outlined in a seminar held at Ohio State University encourages the prompt handling of problems that confront the employer. "The supervisor should be encouraged to call the teacher-coordinator as soon as problems arise. Little difficulties can become major problems if they are permitted to go on without being corrected."[5]

Through the combined efforts and cooperation of the student, the employer, and the coordinator, an on-the-job experience can be provided which will give

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[5]"Tentative Guidelines in Cooperative Education On-The-Job Instruction," op. cit., Implementation No. 12.

the student a thorough background in his chosen occupational field. If this has occurred, the occupational experience phase of the vocational program has provided a valuable service.

To justify the work of a coordinator in supervising on-the-job experience we can look at the work program as another class which must be satisfactorily completed if the student is to graduate. From this standpoint the coordinator is serving the same purpose as any classroom teacher. Another reason that supervision is necessary is to see that the student is not being used solely for the benefit of the employer. Some employers try to work the student at one task so he will become an efficient employee. This is contrary to the purpose of the vocational experience program and it is the coordinator's responsibility to prevent this situation from developing. The coordinator must keep the program operating at a level where the student receives the benefits.

DEVELOPMENT OF COURSES OF STUDY

V. H. Smith

A course of study has been defined as "a written outline that provides a planned and logical organization for the material to be taught over a period of time."[1]

Some educators may feel that the question of need for a course of study is obvious. New courses of study are sometimes established in a school system for no other reason than that a neighboring school has the course. Sometimes, it is because the subject was available in the high school from which the teacher or administrator graduated. This view is not adequate in the changing world of 1966.

There are many indicators of needs for courses of study. Some of the usual indicators are:

1. Surveys of Community Needs. This type of survey may be written or oral. They may be effectively completed by telephone.

2. Surveys of State and National Needs. Surveys of this type will be available from the State Department of Education and from the federal offices.

3. Student Interest. Perhaps one survey on the 9th grade level might indicate much of the vocational need in a senior high school from the students view. Additional surveys by years may be needed in a particular situation.

4. Faculty and Administrative Opinion. This group could be surveyed, however, personal interviews and committee meetings might be more helpful. No course will do well without considerable support from the rest of the staff.

Objectives for the Course of Study

The following guides are suggested in developing objectives for courses of study. These first points relate to specific objectives related to Business

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1. Homer C. Rose, The Development and Supervision of Training Programs (American Technical Society, 1964), page 165.

and Office Education.

1. Knowledge or Skills to be Covered. Indications of the specific content of a typing class encourages a similar training for students where several sections of typing may be taught.

2. Text Material to be Covered. The particular text and supporting materials should be clearly indicated. There is serious doubt as to whether different text material should be used by different instructors for basic study. Where several sections of a subject is presented, the same text is suggested.

3. Proficiency Expectations for Skill Areas. Again, where several sections of a subject may be available, there is some advantage in the establishment of minimum expectations. As an example, all typing sections would be expected to accomplish forty correct words over a specific time.

4. Understanding and Comprehension Desired. There are certain limitations here, however, there may be some advantage in the reasonable expectation that an understanding and comprehension of the bookkeeping cycle is essential for all Bookkeeping I students before they are allowed to continue in Bookkeeping II.

Broader objectives should also guide the development of the course of study. The following considerations are suggested.

1. Personality Development. Many of employment situations require a high degree of adjustment by individuals. So many times the employers indicate that Mr. X knew his job well, but he simply did not get along with his associates. We live in an unhappy world and the employee that can maintain a well dressed appearance, a happy disposition, and in general, a pleasing personality will add much to his opportunities for the future.

2. Character Education. Education that develops character was at one time placed high on the list of educational objectives. There is a great deal to be desired of the student in this area. Honesty with the cash regis-

ter, responsible attendance on the job, respect for authority and the rights of others, the desire to work hard and enjoy the work, are examples of desirable traits of character in the business world.

As a course of study is developed, there will be considerable difference in opinion as to what objectives may be reasonably listed. The instructional staff should have broad discretion in the development of objectives. Administrators and board members may make suggestions as the course is developed.

Staff and Facilities

An indication of personnel needed, facilities required, and equipment allocated is an essential consideration in the course of study. Administration frequently is rather removed from a given situation and they need an estimate of what to provide.

Staff

The number of sections and the requirement in number for the teaching staff is obvious. If other personnel responsibilities are extended due to the course, this should be indicated.

Facilities

Facilities might include room space, ground, and any special utilities which are considered capital outlay.

Equipment

Types and amounts of equipment along with specifications and estimates of cost will be helpful to administrators.

Authorization

A proper and formal authorization should be received upon the completion of a course of study. Course additions by departments should be presented to the department and receive a favorable vote.

After departmental approval is received, there should be a presentation to the administrative council or appropriate principal or director of instruction.

Final board approval will come after a presentation by the director of instruction supported by the individual or individuals participating in the development of the course of study.

RELATED IN-SCHOOL INSTRUCTION FOR COOPERATIVE EDUCATION

Oleeta Etcheverry

I. THE PROBLEM

With relation to the Cooperative Education program in Business Education, what is related instruction? Can this related instruction be justified? If so, how can it be made most effective?

Related in-school instruction may be defined as that instruction which is given in the classroom before, during, and after on-the-job training experiences, "in which the student-learner acquires concepts, skills, understandings, and attitudes appropriate to his training station assignments and to his career objective."[1]

Mason and Haines justly related instruction in these terms:

"It is the belief of almost all individuals who have studied and worked in cooperative education that the ideal learning situation is structured by a coordinator who also teaches his student-learners in a related class in school."[2]

Implementation of Related Instruction

Three basic instructional needs of student-learners to be considered in the related instruction are:

1. General Occupational Competencies.
2. Specific Occupational Competencies.
3. Specific Job Competencies.[3]

The theory of cooperative education recognizes the individual student's need for specific instruction and that in cooperative occupational education the instruction of the student-learner occurs in two places, at the school and on the job, in a correlated manner.

Correlation emphasizes that:

1. Instruction both in the school and on the job is organized and planned around the activities associated with both the student's individual job and his career objective.

2. The concepts, skills, and attitudes basic to occupational competence are taught as principles in school but are applied and tested on the job.

3. Instruction is correlated continuously, whereby the sequence of instruction of topics in school is similar to the sequence of the student's job activities rather than the topics being presented according to the logic of textbook order or other logical patterns associated with traditions of the subject matter taught to in-school students.

4. There is recognition that each student's learning problems differ because his job activities are unique, and, therefore, he has a different pattern of training needs. This means that part of the time the in-school instruction must be individualized, such as:

   a. By using group instruction but individualizing the assignment so that each student applies the learning to his own job and reports on its validity, and

   b. By using individual study assignments, such as projects, job study guides and reading assignments.

Because of the individual attention required by each student, coordinators must not know only the general principles and methods of teaching but also the most effective methods of presenting these general principles in order to develop the skills and employment potential of youth.[5]

Consequently, teachers have special need for two types of instructional materials and techniques: those which are likely to prove effective for use with groups containing individuals of varying backgrounds and interests and those which can be used advantageously for individualized instruction with a minimum of teacher assistance.[6]

If related instruction is presented through primarily verbal means, students may learn only relatively small amounts compared with their capabilities and they may fail to comprehend the applicability of what they learn to the solution of real problems. This may more effectively be done with the aid of teaching materials and tools available to help create effective learning

situations. In the Carlsbad City School System, for example, where the Gregg Typing 191 Series is used, teachers have found the teacher's manual to be invaluable for suggested aids in making teaching of typewriting more effective.

Free and inexpensive materials may be obtained from commercial organizations, travel information offices, selected embassies, professional associations, and government offices to supplement textbook learning. Printed test and reference materials may also be obtained to supplement textbooks and use may be made of encyclopedias, pamphlets, educational comics, and reference books.

There are many educational film companies which can provide filmstrips, both sound and silent, photographic slices, microfilms and microcards, and motion pictures. Among these companies, McGraw-Hill is outstanding because they have text related films.

Programmed instructional material may be obtained from many sources such as Rheem Califone Corporation, Teaching Machines, Inc., USI Educational Science Division, as well as others. These have been utilized in Carlsbad Business Education Classes with excellent results.

For an excellent list of sources of displaying materials see A Guide for Use with the Indiana University Film Series In the Area of Preparation and Use of Audio-Visual Materials, Indiana University Audio-Visual Center, Bloomington, Indiana, 1958. Display materials for Business Education may be used very effectively on bulletin boards, flannel-boards, or in display cases.

Tape recorders can be used as a means of making related instruction more effective, as can demonstrations and experiments, dramatizations and discussions, the use of graphics, the use of photography, and the use of overhead projectors, as well as opaque projectors.

The Educational Development Laboratory Skill Builder for Typing and Shorthand is an advanced aid in the teaching of these subjects.

Another recent development is the Shorthand Laboratory (similar to a language laboratory) utilizing four channels which allows the student to dial one of four speeds in dictation. There are rhythm recordings for typing, recordings for spelling practice and recordings for shorthand practice.

Bell Telephone Company has been most cooperative with schools by installing a Telephone Laboratory in the classroom enabling students to practice use of the telephone.

Improving the arrangement or the appearance of the classroom could aid in more effective teaching of related instruction. As the coordinator is faced with the problem of individual as well as group teaching tables of a size to be easily moved or grouped would aid in this specialization. A room that can be darkened during the use of films or the overhead or opaque projector would be an asset to good teaching. This is preferable to moving the entire class to another location for these presentations.

Other aids to effective teaching include field trips, the use of radio and television programs, and the use of newspapers and magazines.

The responsibility is the teacher's to select and use these materials in ways that are compatible with the interests, aptitudes and needs of his students and in ways which will lead toward desired educational objectives.

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THE EVALUATION OF STUDENT ACHIEVEMENT

Margaret Harston

Evaluation Defined

Evaluation is the process of determining how well people are accomplishing what they set out to do.[1] Evaluation of students in the occupational Business Education program deals with measuring of vocational competency in terms of occupational skill and job intelligence. The devices and techniques will vary with the objective desired.

Evaluation becomes a valuable tool for measuring progress towards goals and for determining the weaknesses as well as the strength in the process of attempting to reach these goals.[2]

The process of evaluating student ahievement is a common practice in all instructional or training programs.

An evaluation by a teacher-coordinator is far different from the one made by his fellow teachers of History and English. His evaluation is not only of the classroom work but he must measure his on-the-job performance and progress while helping a student advance toward his career objectives. When the student receives credit for his work experience these two grades must be combined for the required report card grade.

The General need for evaluating student's achievements may be stated as follows:

1. To test the student's strengths and weaknesses in regard to occupational skills and job intelligence, so that he may advance successfully toward his career objective.

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1. George P. Deyoe, Farming Programs in Vocational Agriculture, (Illinois, The Interstate Publishing Company, 1953), p. 152.

2. A Special Conference Report, New Mexico State University, February, 1966, p. 4.

2. To check the development of desirable personal traits, desirable office personality, common sense and the judgment needed to secure and hold a job.
3. To determine if education has made a change in the student's behavior in the direction of his goals.
4. To determine if the teacher and the student has reached the desired goal.

Devices for evaluation of the student-learner in classroom may include the following:

1. Written subject matter assignments.
2. Work in assigned manuals.
3. Oral presentation.
4. Individual and group projects.

Devices for Evaluation of student-learner on the job are different from the above and may include:

1. Observations of the teacher-coordinator.
2. A careful check of the student-learner's weekly report.
3. A check with the training station sponsor regarding points to remedy, and points of appraisal.
4. An employer rating sheet filled out by the rating station operator.

Standarized Test

Achievement tests, oral or written are valuable aids in determining what a student has learned and retained at any point in the program. They can be utilized in daily reviews and weekly quizzes. This type of evaluation shows the students whether they are weak in study or practice. Aptitude tests help to determine what a student is capable of learning in the course.

Follow-up evaluation is the method of comparing performance prior to training with performance after training. This can easily be accomplished by

a follow-up check near or at the termination of the program and for a period after t y leave the program. The suggested criteria published by the American Vocational Association is a good guide for this evaluation. These criteria are as follows:

1. Do the graduates continue to work for the same firm or do they change jobs soon?
2. Do employed graduates continue in the same phase of distribution?
3. Is the student-learner helped or hindered in job selection by the school program with businesses?
4. Is the scope of the student-learner's education in distribution unnecessarily narrowed by this specific on-the-job training?
5. Is there sufficient emphasis upon related school course work?
6. How many students of college caliber continue their education in marketing programs in college?
7. How valuable is their background information and work experience in their academic work in college?
8. Does work experience aid them in defraying college expenses?

Other Methods of Evaluation

There are many types of written tests, but are these the best tests when it comes to measuring desired outcomes of training? If one is concerned with motivation, attitudes, habits of work, and levels of creative skill and competence, perhaps some of these methods might be used.

1. The self-rating scale.
2. The diary of day-by-day record of achievements.
3. Production standards as in retail stores where the dollars worth or merchandise sold can be checked.
4. Evaluation by fellow workers may also be used. With encouragement the student-learner may enlist the assistance of other trusted employees

to evaluate his work and tell him how to perform his duties better.

In looking at this evaluation in an all-over picture, the purpose of evaluation is to give the student a self understanding of how much progress he has made toward his goal, and where his weaknesses are, so that he may take appropriate remedial action.

In conclusion, it has been said that the written achievement tests measure what the student knows; performance tests measure what he can do; observation of the student at work on-the-job measure what he will do; and, with the right kind of encouragement, <u>there's no telling what he will do</u>.

CONTINUING EDUCATION

G. C. Thompson

The Case for Continuing Education[1]

It is an established fact that since Sputnik flashed before the world's eyes, the response of the U. S. was to design formal education in the secondary schools primarily to bolster science, mathematics, engineering, language, for the academically talented, degree-seeking student.

It is also a fact that today 80 per cent of youth will not graduate from college. These have been left behind because of the fact that in far too many instances the subjects in junior high school through junior college are geared toward attaining the baccalaureate degree. In spite of everyone advocating and urging that youth continue in school, 35 per cent of the high school enrollees are "drop-outs" (or as Labor Secretary Willard Wirtz puts it, they are "push-outs"), 45 per cent do not enter college, and 40 per cent of those who do never complete the baccalaureate program. A large number of students who complete high school and even have one or two years of college are not trained or prepared to obtain and hold down a job.

Having then been turned out of an educational system that is geared toward a program that is not compatible with their own work needs, and thrown into a labor market with jobs demanding constantly higher education and development of skill, and finding their prospects for the future bleak, what happens to the dropouts when they leave? Already the unemployment rate for youth under twenty-one is higher than during the depression years with almost one out of five without a job. Even those who are able to secure work often find themselves in "dead-end" jobs, or jobs with low pay and little skill required--skill that is below their potential. They find themselves facing the fact that industry has ceased looking for workers without a skill. The same is true of the one"out" that many young men used to rely upon--the

Armed Forces. At the same time, with two or three years of occupationally oriented education at the high school or junior college level, a great many of these same people could qualify for meaningful jobs at the skilled, technical and semi-professional levels, where there are acute manpower shortages.

In their book, Cooperative Occupational Education, Mason and Haines make the following observation:[2]

> Education for occupational competency is a life-long process for most people. For out-of-school youth and adults increased job competency in their present occupations or preparation for different occupations comes to some degree from on-the-job training, but increasingly it comes from organized courses offered by public and private schools, employers and their trade and professional associations, and unions. Such factors as technological change, re-entry of women into the labor force, and geographic mobility of people have not only made necessary adult education that improves job performance but have made imperative the retraining of workers who can expect to change occupations at least three to four times during their working lifetime.

Basis for Program Planning

Having established the need for continuing education, what is the procedure from there? A basis for program planning needs to be established. One such suggestion is brought out by Mason and Haines:[3]

> A basic approach to program planning in adult education is the analysis of people and their occupational needs. Individuals may, at one time or another in their lifetime, show the following needs for continuing education:
>
> 1. Preparation for a new occupation
> 2. Increased performance in the present job
> 3. Preparation for advancement
> 4. Retraining

Continuing business education can take several forms: Technical schools, (such as business colleges), nighthigh schools, and training under MDTA. These and other possibilities are available in most areas of New Mexico for the individual seeking additional training, retraining, or upgrading.

Adult office education course offerings might include any or all of the following in a given community:[4]

Typewriting (beginning and advanced)
Bookkeeping
Shorthand (beginning and advanced)
Office Machines
Office Management
Data Processing (basic and introductory)
Refresher Courses in Skills
Job Relations Training
Job Instruction Training
Job Methods Training
Business Letter Writing

Adult Education Responsibilities[5]

The delegation of responsibility for adult education offerings in a given community will vary according to practices in that community. Business teachers who do take part in adult education through organizational activities, supervision, or teaching find that they not only perform a service to the adults and the business community but that the business education program directly benefits through understanding and prestige.

POST HIGH SCHOOL JOB PLACEMENT

The responsibility of the public school that provides vocational business training is not discharged if it simply produces well-trained business workers. Thoroughly efficient provision must be made to market the trained services of students.

The functions of placement and occupational adjustments are the joint responsibilities of the whole school and the whole community. All available facilities, including parents, employees, business organizations, and placement agencies within the school and community, should be utilized for the accomplishment of these functions.

Functions of Placement[6]

Some significant functions of placement are these:

1. Securing information about types of positions available.
2. Providing assistance in finding positions for employable students.
3. Offering assistance after placement.

Recommendations

Some of the means, one or more of which are available in most communities in New Mexico, that can be used by the business education teacher in guiding and placing graduate business students are:[7]

1. Personally assume responsibility for placement of students on jobs.
2. Welcome services of a state employment service officer.
3. Use the services of the local business education advisory committee for student placement possibilities.
4. Be informed on job opportunities for students through work with local merchants, committees, contacts with office managers and employers in own as well as nearby towns.
5. Keep a list or card file of former students and firms for which they are working. Firms on the list are good sources of employment for later graduating classes.
6. Encourage graduates to use the newspaper ads, make inquiries of prospective employers, and read Civil Service announcements at post offices.
7. Provide placement service to "drop-out" students as well as to graduates.
8. Keep in mind, when recommending individuals, jobs that are especially adapted to the slow-learning applicant as well as the gifted.
9. Permit exceptional students who have met all requirements for graduation to take examinations before the end of the term to accept full-time employment.

While the business education teacher cannot assume the entire responsibility for the placement program, nevertheless, because of the nature of his position, he is in an excellent position to assist in administering the program.

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[3]Ibid., p. 301.

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EVALUATING THE TOTAL PROGRAM

The reason for evaluation of office training programs is to find out if objectives are being reached and how well training needs are being fulfilled. Evaluation also provides the guidelines for needed changes in the program. Under constantly changing conditions, evaluation and improvement must also remain constant.

A plan for evaluating a training program includes several techniques of evaluation. There are a minimum of three phases of the evaluation, each of which may employ several techniques. These three phases are as follows: (1) the training plan and resources, (2) the process, and (3) the product.[2]

The Plan

Occupational Analysis and Training Needs

An occupational analysis should be made comparing skills and information needed with those presently being offered in the classroom. Also, a summary of the further training needs of the community which are not being offered at present should be made.

Administration

The teacher-coordinator needs to review his own qualifications to determine whether he needs more professional training, renewed occupational experience, or additional course work in the field of office management.[3]

Course Objectives and Content

An important part of the evaluation is that of reviewing original course objectives and determining how well these have been met in terms of skills, knowledge, and attitudes. The course content should be reviewed and improved through information provided by the occupational analysis.

Selection and Assignment of Students

The procedure for the selection of students which are to be admitted

to the program should be evaluated in order to determine if the program is reaching the students who need and can profit from it.

The method of matching students and training stations must also be reviewed to insure the appropriateness of the assignment. The training station itself should be reviewed to determine if it is providing the variety of work experience necessary for training of students.

Instructor Qualifications

It should be ascertained that the instructors involved in the program have the proper education and experience for their particular field.

Instructor Approach and Methods

There should be a review of the instructional procedures in presenting subject matter and developing proficiencies. The training and experience being taught should relate directly to the occupation or skill being taught.

Each instructor may be asked to furnish an outline of subject matter to be covered. Often this can be a part of the required lesson plans which include a statement of objectives, subject coverage, and methods used.

Instructional Materials and Training Aids

A check with the instructors as to materials needed such as workbooks, manuals, equipment instruction books, etc., should be made and such materials furnished wherever possible. Training films, wall charts, phonograph records and tapes, should also be made available as far as the budget permits.

Facilities and Equipment

There should be a check on the available facilities to determine if they are adequate for the training program and if they are being used efficiently. Equipment such as typewriters, dictating machines, etc., should be kept as modern and up-to-date as possible.

The Process

Psychology of Learning

Every effort should be made to determine if sound educational principles are being applied to each phase of instruction and each step of the lesson. Teaching methods should be appropriate and up-to-date.

Instructional Materials and Aids

A review should be made of the selection of texts and other written material used by the instructors. Also, the method of selecting audio visual material and other special training aids should be determined.

Tests and Measures

There should be a review of the testing and measuring procedures used in determining student achievement.

The Product

Quantitative Results

A follow-up survey should be made to learn if the training program is developing the required number of trained personnel to meet the needs of the community.

Qualitative Results

Gathering data about the graduate up to five years after the termination of his training program to determine how well he is faring in the labor market will provide one of the best tests of the program. The guidance services of the school can be of great help in gathering, analyzing, and interpreting this data.[4]

Use of the Evaluation

Evaluation, in itself, is meaningless until put to use in updating and improving the program. Otherwise a good cooperative program can backslide into a simple work experience program. On a yearly basis, the informal evaluation made by the teacher-coordinator should be presented at a meeting of the advisory committee. Also, an annual report should be prepared and

and submitted to the administration describing the state of the program and making recommendations for improvement.

A formal evaluation made approximately every five years with the help of the guidance department can bring about many suggestions for improvement. A program review should be scheduled, with the state department consultants and teacher-education staff invited to participate. A study might also be made to gather opinions of parents, employers, and other faculty members regarding what they believe to be the values of the program.[5]

Recommendation

In evaluating the office training program it would be of great help to the teacher-coordinator to have a form set out for the purpose of program evaluation. It is suggested that a group of New Mexico business education teachers meet and work out an evaluation form which might be used on a state-wide basis.

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